

CORE GUIDEBOOK FOR TEACHING AND LEARNING IN THE ELEMENTARY ARTS

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DISTRICT ARTS COORDINATOR AND TRAINER MATERIALS

Whole Child This annotated illustration charts the development of a whole person along six dimensions including: physical, emotional, intellectual, social, aesthetic and spiritual. The Fine Arts intended learning outcomes (ILOs) are derived from these dimensions.

The Natural Progression Pattern (NPP) The NPP section explains the pattern used for organizing teaching and learning to achieve mastery of the fine arts core objectives. This simple and logical schema has been named the Natural Progression Pattern (NPP) by its developer Debora Escalante, Ph.D.

Arts Integration The Content Overview Chart illustrates the potential for integrating all subject areas. The Four-artform Correlation Map charts the overall scope of each of the four fine arts according to the NPP, and demonstrates the correlations among all of the arts in the K-6 curriculum. Integration particulars include definitions, types, purposes, benefits and cautions for integration involving the arts.

TEACHER MATERIALS (*Designed for* all who teach the arts to K-6 students and/or use the arts to help students learn other subjects.)

Teaching Charts The rainbow teaching charts are core instructional guidelines for the teacher. Each grade level has its own rainbow teaching chart. The charts guide instruction so it goes beyond stand-alone activities to helping students' develop complex skills and understanding in the arts. The experiences they have in achieving arts core objectives contribute significantly to their growth in vital life skills. The charts are organized according to the naturally occurring processes involved in sequential development from simple elements to final product. These charts support the implementation of the standards and objectives outlined in the 1997 Fine Arts Core. The structures of the Core and the teaching charts are different because they follow the distinct functions they serve.

Learning Maps The spiral Learning Maps illustrate the spiral-like learning "roads" in each artform. They are designed to be used for assessing, validating, and visually documenting student progress. The Learning Maps also operate as scope and sequence charts. They replace both the old scope and sequence charts and target portfolios.